

Vestibulum Technicum:

OR, *62d. 34*

An Artificial *VESTIBULUM*.

WHEREIN,

The sense of *JANVA LINGVARVM* is contained, and most of the Leading words Chapter by Chapter, are compiled into plain, and short Sentences, fit for the initiation of CHILDREN.

Each Part of Speech is distinguished by the Character it is Printed in, (a Method never used before) and a sufficient Grammar is brought down to the sense of Seeing, in regard of the thing signified, contained in two Pages.

It will very much ease the Master, and exceedingly promote the expeditious progress of the Scholar.

By *M. Lewis.* *K.*

L O N D O N,

Printed for *Thomas Parkhurst*, at the Sign of the *Bible* and *Three Crowns*, at the lower end of *Cheapside*, near *Mercers Chappel*, 1675.

1. *Amazigh*

2. *Amazigh*

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To the Right Honourable
ARTHUR
Earl of ANGLESEY,
Lord Privy Seal.

Since Printing and Navigation have given a general converse to Mankind, all Arts and Sciences have been exceedingly improved: Only the Education of Youth here in *England* stands at a stay, and is the same it was almost Two hundred years since, when *Lilli's Grammar* was first Compiled; as if in the very twilight when reformed Learning first peep'd into the world, things were brought to that state, that nothing might be further suggested without a Crime. Your Lordship, a person able to judge, did condescend to examine this plain and short Grammar, and were pleased to approve of it. You did not refuse the Patronage of that Model for the better ordering a Grammar-School, when I first shewed it to you; and your Honour was so well pleased with this new Method of Printing, as to concern your Self to secure the Invention to me by His Majesties Broad Seal. If ever these things prove useful to others, profitable to my self, or helpful to promote this new Model of Instruction, all must be ascribed to your Lordship, under whose shadow these things have been planted, and by the dew of whose favour they do prosper: I do therefore humbly Dedicate these first fruits of this Invention to your Honour, as a real Testimony of what I do owe, and would pay, if I were able: But I must remain infinitely your Debtor and bervant,

M. Lewis.

To the READER.

This Generation seems more inquisitive after the Education of Youth, than former Ages have been; as it doth appear by those multitude of Grammars lately Printed, and those various Methods and Models of Education every where talked of. We all conclude our method is not right here in England; because our Neighbours raise their youth to greater perfection in shorter time, and with less toyl than we do. It's true, some few amongst us prove very famous, which is to be ascribed to the Genius of our Climate; but for one of those, that at the end of seven or eight years bondage spent at Schools as bad as Bridewell, who do make any competent progress in the Tongues (which is all we aim at) five drudge out that time to little purpose; as appears, if we look amongst our Gentry, and the best of our Tradesmen.

In other places, most Children (that are not natural fools) in this time, are bred with a great deal of freedom to some competent understanding in four or five Languages, and to some general knowledge of things, that they are capable of benefiting themselves, and serving their Country.

The defect is not in our natural parts, it's evident we are not inferior to the best in Europe: but our minds are not polished as they ought and might be, were Schools ordered as they are elsewhere. Our misery is, there is a sort of Road-witted persons (like the Irish that dragged their Ploughs by their Horses tails) will by no means have it otherwise; but rail, like bawling Curs, at all men that would make a plainer road, and go faster than the common pace.

There are divers reasons of this Epidemical miscarriage.

The first and great remora is a tedious impracticable Grammar, I shall pass by all the Spbalmata the Oxford Annotator finds in it, and that large comment, more difficult to be learn'd than the Grammar it self, which he puts upon it. It is crime enough that it is in Latin, and a great part of it in Verses. The Accidence in the Ecymologia consists of Logical definitions, and the Syntax of second notions, neither of which I am sure the Child can understand.

A Second inconvenience is, we take a tedious course, and run a mad wildgoose chase in getting words, reading Classick Authors proper to get the idiom by, and when we have done all, we have not above two parts of thrie of words useful in common conversation.

To the Reader.

A third mischief in our Education is, we do not so much as endeavour to teach our Children any thing but words that are empty sounds, and a little History; but wholly neglect things obvious to sense, which Children can understand, and would delight in.

Lastly, we suffer our Children to spend one half of their time in childish places, which begets in them a habit of idleness, and might be employed in delightful Learning, and acquiring Gentle qualities.

Mr. Bret in his Model of a reformed School (which is now practised at Totnam) shews how all these mischiefs may be remedied.

1. He shews how Grammar may be made short and plain. And for a demonstration of what he hath said, I have here inserted the introductory part of my Grammar, he relates to.

All English words are called by one of these * Eight Names,

Noun, 25 Adverb,
Pronoun, Conjunction,
Verb, Preposition,
Participle: Interjection. * Except the Signs of Cases, the Signs of Comparisons, and the Signs of Moods and Tenses, these are to be reckoned to the next integrate words, as of a man, have loved.

A **Noun** may have usually *A*, *THE*, or *A N* before it; as *A Book*, the *House*, an *Army*. This is twofold. (1.) A **Substantive**, which is the thing it self, and hath a Plural number, as, *Song, Songs*. (2.) An **Adjective** which is the manger of the Substantive, and hath the same termination in both numbers, as, *good song, good songs*.

Pronouns are all here set down, (1.) *I, me, we, us, thou, thee, ye, you, he, she, it, him, her, they, them, self, who, whom, what, that, mine, thine, hisen, ours, yours*, are **Substantives**. (2.) *My, thy, his, our, your, this, these, those, their, that, which, whose, what, these* are **Adjectives**.

Substantives in the English Tongue have Number and *Case*, distinguished by Particles, *of, to, for, &c.* except the Ablative absolute Case is rendred in the Nominative, as *me Veniente, I coming*. And the Nominative is rendred in the Accusative in the Potential Mood, as *ille veniat, let him come*. But they have no further Declension nor Gender; therefore we must know the Declension of a Substantive by the Latin, and the Gender by

the Signification or Declension; as appears by the following Table, where the Latin hath about fifty endings, the regular endings of the English are but two.

Adjectives in the English are undeclined words: Therefore we must know the Number, Case, and Gender of an Adjective by the Substantive following. As a good man, homo bonus; a good face, facies bona; a good head, caput bonum. Except Participles, and Transient Adjectives, the Substantives to these do stand before them; as a man desirous of Honour. Adjectives have Declension by the Latin, and have about thirty endings. Adjectives are compared in English thus, Hard, harder, hardest; or hard, more hard, most hard. In Latin thus Durus durior, duri-ssimus; felix, felici-or, felicissimus.

A Verb may have a Sign of a Mood or Tense, as have loved, may love, except the Verb be the Sign of a Mood or Tense, which happens only when a Substantive follows it, as, I have a Book.

In the English Tongue the Voice, Mood, and Tense of a Verb are distinguished by Particles; But a Verb hath no different Termination in Number or Person, except the second Singular, and sometimes the third: Therefore the Verb hath Number and Person in the Latin by the Nominative Case, which is a Substantive standing before it. Except it stands after it to distinguish demanding and commanding from shewing; as Lovest thou? Love thou, and in some few other Cases; and it is necessarily parted from the Verb by a Genitive Case. This Genitive Case in truth is nothing but an Adjective elegantly expressed, as, The house of my Father; that is, My Fathers house. Verbs are Declined in the English in three Terminations, as Love, loved, loving; teach, taught, teaching; slay, slain, slaying. The Latin, as it is ordered, if we take in Participles, hath about six hundred endings, and the Greek six thousand.

Thus we may see the regularity and excellency of the English Tongue, in which we can express our selves so freely, clearly, and emphatically by so few endings, when so many are required in other Tongues, *frustra fit per plura, &c.*

I believe there is a great deal of truth in this Proposition, wherever Tongue hath less Grammar than the English is not intelligible, and whatever hath more is superfluous; except there are several Preter Tenses in the English, when one might serve the turn.

Participles have no Signs; but they end in *ing*, or *D. T. N.* and may be resolved into Verbs, as *learning*, that is, *which doth learn, learned, which is learned*; except the Participle of the Preter tense by which we do periphrastically express the Passive Verb, as, *amatus fui, I have been loved.* Hence

Hence Particles are always virtual Sentences ;

Prepositions are here set down.

Towards, amongst, after, behind, within, without, Between, besides, above, beneath, beyond, about, Through, on this side, against, over, nigh to, in the power, At, by, for, to, except, according to, before,

Of, out of, for, before, in presence, openly, without, until, up to, from, in, with, by,

under, beneath, far off, on, into, privily. These have both Cases.

Ad, penes, adversus, cis, citra, circiter, extra. Erga, apud, ante, secus, trans, supra, versus (et) intra. ultra post, praeter, propter, prope, pone, secundum. Per, circum, circa, contra, juxta, inter, ob, infra. Govern Acc.

A, ab, abs, absque, coram, cum, de, e, ex, pre, pro, sine, an Abl. In, sub, super, clam, govern both Cases.

Prepositions and signs of Cases, have one common nature, and are as Ligaments to tack on the Substantive to the word before, influencing it.

All other words are Adverbs, if they be in the middle of a Sentence, these are nothing but elegant Ablative Cases, as Now, at this time; here, in this place: or they are Conjunctions, if they do begin the sentence. As Prepositions tack on words to words, which are little Members in a sentence; so Conjunctions tack on sentences to sentences, as greater Members in a Period.

Interjections are the brutal Language. We may make as many and as few of them as we please in any Language, they are expressed either by word, or gesture, and they are all virtual sentences; as, Oh! that is, you do hurt me. Alas! that is, I do pity thee.

I conceive less than five parts of Speech are sufficient for us to express our thoughts by in any Language in the world. They are Substantives, the things themselves; Adjectives the manners of these Substantives; Verbs the motions of Substantives; Prepositions, that are the Ligaments to tack on words to words; Conjunctions, that tack on sentences to sentences. Infinitive Moods, Gerunds, Supines, Particles, and Interjections, are all elegancies As, I desire to learn, that is, I desire that I may learn; it is the time of learning; that is, it is time, that I should learn.

This will appear, if we consider, whatever is in the world, is matter and motion; thoughts are the Picture of this matter and motion, words are the Copy of our thoughts; as is the thing, so is the Picture. As is the Picture, so is the Copy; therefore every sentence must consist of a Substantive, thing or,

or matter, called the Nominative Case, and the Verb the motion of it, with so many more Substantives as do depend upon these; these cannot exist without qualities, which we express by Adjectives. Prepositions, and Conjunctions, are a kind of cement, that unite words and sentences to make a structure, or construction.

We may compare the Verb to the spirit in the body, the Substantives are as the bones, of which the Nominative Case is the *Cranium*, the Accusative Case as the *Truncus*, the other Cases are as the limbs, tacked on by Prepositions and signs of Cases, that are as Ligaments; Adjectives are as the flesh upon the bones. As signs of Cases tack on words to words, like the limbs in man's body; so Conjunctions tack on sentences to sentences: as Laws do men in humane Society. The way of expressing things and their motions may be cryptically by *Infinitive Moods*, *Gerunds*, *Supines*, *Participles*, *Apposition* *transient Adjectives*, and *Interjections*; these are elegancies contrived for brevity and variety, more than for emphasis, all Languages may be without these and be intelligible enough.

There are two grand principles which direct us in our whole Grammar: (1.) To divide a Period into sentences. (2.) To read those sentences Grammatically, both which may be inferred from what hath been said.

1. So many Verbs there are in any discourse, so many sentences there must be and no more; for every Verb is a motion, and every motion must be stop'd, or else we move in *infinitum*, and cannot begin a new motion. Except *Infinitive Moods*, *Gerunds*, *Supines*, &c. Vocative Cases are *Extratentaliential* phrases, and only a preparation to a motion.

2. Every sentence consists of a Substantive, called the Nominative Case, and a Verb with their Dependents: except *Infinitive Moods*, *Gerunds*, &c. as before.

Words declined are *Substantives*, *Adjectives*, and *Verbs*.

1. Every Verb hath a Substantive called the Nominative Case before it, of which it is the motion, and with which it agrees in *Number* and *Person*.

2. Every Adjective may have a Substantive after it, with which it agrees in *Number*, *Case*, and *Gender*.

3. Every Substantive hath Case by the sign, and is governed of the word going before, on which it depends according to the sign. Except *Relatives*, *Interrogatives*, *Indefinitives*, and *Partitives*, expressed by *which*, *whom*, *what*, *whether*, *what manner of*, *how great*, *how few*, *how many*, *how little*;

little ; these with their Substantives, are governed of the word following.

If some of these notions seem too difficult, the Master may consider them himself, and not trouble his Children with them, or express them to their capacities in what Language he pleases. This I do propose, as one main thing, that makes way for Grammar, that Children (as soon as ever they know Substantives, Adjectives, and Verbs) be much exercised in composing sentences in English. That is, (1.) Let them name a Substantive, as *fire*: (2.) Let them put a Verb after it, *doth burn*. (3.) Let them put as many Substantives after the Verb, as they can, as, *the coles in the Chimny, with the heat into ashes*. (4.) Let them put Adjectives to these Substantives, as, *a hot fire, black coles*, let them put an Adverb to the Verb, as, *doth quickly burn*. (5.) Let them subjoyn an other sentence to this ; as, *The hot fire doth quickly burn the black Coles in the Chimny, but we do not sit by the fire*. By this means they will know their parts of Speech, they will see what use they serve for, and they will distinctly understand their Syntax in Latin, when they see through their composition in English.

This with the two following pages in Grammar is enough, as an Introduction, till the boy be able to make and construe plain Latin at sight, I refer you for exceptions, seldom occurring, to my Grammar, or to any other Grammar you please to use.

This *Vestibulum* shall be suddenly Printed in *Greek*, that the same method may be used in beginning the *Greek*, as is here for the *Latin*.

Numbers. Sing. of one.

Cases. N. V. A. G. D. A. N. V. A. G. D. A.

Signs. o of-s, to, in, on, at, with, by, from

1. F.	a	am	z	z	z
M.	us	e	um	i	o
2. N.	um	um	i	o	o
3. M. F.	em	is	i	e, i	
N.	is	i	e, i		
4. M.	us	um	us	ui	u
N.	u	u	u	u	u
5. F.	ies	em	ei	ei	e
ego	me	mei	miki	me	
tu	is	te	tui	tibi	te
			se	sibi	se
{ hic	hunc		hochi-		
{ hæc	hanc	hujus	hac	hæc-	
{ hoc	hoc		hoc	hæc-	zc-orum
{ qui	quem		quo	qui	-os-orum -ibus
{ quæ	quam	cuju	cui	quæ	-as-arum vel
{ quod	quod		quo	quæ	-z-orum el.
is	eum		eo	ii	os-orum iis
{ ea	eam	ejus	ei	ea	-as-arum vel
{ id	id		eo	ea	-a-orum eis.

Declensions.

Plur. of many.

z as arum is

i o s orum is

z a orum is

es es um ibus

a a ' um ibus

us us um ibus

ua ua um ibus

es es erum ebus

nos nos strum, -obis

vos vos eltrū, -obis

-se sui sibi,

os-orum (se

as-arum -is

zc-orum -ibus

el.

ii

el.

The word First, Nom. without a. Not first, Acc. sign, cul.

Ambe, duæ, Dæs, ab, abm.

Mens, fitius, Georgim, V. i.

Ambo, duo, A. obus, N. o.

-al-ar e, A. S. i. P. i. G. i. m.

Jupiter, Jovem, quæ, paries,

Manus, tribus, porticus, iudic

acis, F. specus, penus, D.

Meridies M. dies D. S. M. P.

quis, qui, quid, quem, &c.

Aliquis, qua, &c. Quis quis

quicquid. Ac. -quicquid.

Ab. Quoquo, quaqua, -quo.

Adjectives have Number

Cafe and Gender by their

Substantive following,

Decl. 2s, Bonus- a -um,

Niger, ra -rum, M. F. Tri-

stis. N. trieste M. F. Melior,

N. Melius. M. F. N. Felix.

Compar. as, hard, -er, -est,

Dur-us, -ior, -issimus. niger,

-rior, -errimus. Fati-lis,

-lior, -llimus, &c.

Totus, solus, unus, [-ius, -i] and also ullus, alter, uter, ipse, ipse, ille, iste, alius. the three last make their Neuter Sing. in -ud. otherwise like bonus, niger

Substantives have Gender by their Signification; (Hees, M. Shees F.) or by their Declension.

In the 3d. Declension: -nis, n, o, er, or, os; Greeks in -ax; disyllables in -ex, -ix, -yx [grex; and calx, the heel]; disyllables in -is, mis, n-is, r-is; -es encreasing; and Axis, fasci, pescis, fustis, positis, veditis, cassis, aqualis, lapis; ordo, cardo, ligo, harpago, senio, ternio, mons, pons, fons, dens, -dens, torrens, nefrens, oriens; mugil, sal, sol, us vadis; as (a weight) with its Compounds and Parts; sep, grips, mus, glis; volvox, furfur, vultur, turur, hymen, lar, imber M.

-do, -go, x, as, is, s, us-utis or -udis and grus, tellus; -io not signifying substance: Seges, compes, teges, merces, quies, arboros, linter, caro, sindon, icon, adon, dos, cos: vallis, pelvis, pellis, turris: carex, forfex, forpex, vibex, cervix, radix, filix, lodix, hydrix, nares, F. domus. 2 F.

-ma, men, e, i, c, y, ar, us, us-eris-bris-nris-ver, -berz things growing in or upon the earth in-er; ver, iter, cor; -or-bris; os; gluten, pollen, us, vas, vasis N.

Substantives have Case by the Sign, and are govern'd by the word before according to the Signs

1. Exc. which, what whom, how-many, -much, &c. 2. Exc. the Ablat. Cas. Absolute. Of, aft r digni, opus, usus, Abl. aft r Verbs a Preposition, Exc. after passive Participles, and V. rables in -b:is a Dativ.

To, aft r V. rbs of Motion: and attinet, perinet, spicit, loquit, hortor, invitò, pruoco, &c. is made by n.

For som tim s is made by pro, ob, proper, For, the cause, an Abl.

With signifying, in company of, is made by cum. V. rbs of comparing with or to, or being angry with or at, of meeting with, have a Dat.

In, A:, On, B, an Ablat. Exc. pt V. rbs of esteeming at, a G. nitive.

Parco, place, &c. Words signifying profi, helps, favour, beying, serving, trusting, commanding, pardoning, &c. Divers N. ut. rs and Palliv. s with pre-, ad, &c. a Dat.

Potential. P. D. Derf. F. C. Pr. Pr.

Indicative. Imperative. I. m.

P. S. Imp.

Conj. Present. *eo* *eo* *ui* *ui* *at* *atum* *xum* *to* *tu* *tu* *tu* *Verbs varying
frō these Rules*
Passive *o* *o* *sum* *sum* *be* *are to be seen
in the Gram.*
Active *o* *o* *sum* *sum* *be*

Singular.

Voice { Passive *r*, *ris*, *re*; *tur*.
Active *s* *t*

dōe

am-art

is-are

be,

I *thou* *be*
o *as* *at*
eo *es* *et*
o *is* *it*
io *is* *it*

Indicative Shew. Present. *dīd*
Future. Imperf. *was*
were.

Shal. *will*

Shall. *wit be.*

Have. *have*

bin.

Plur. *bad*

bin.

ābam *ābas* *ābat*
ēbam *ēbas* *ēbat*
īebam *īebas* *īebat*
abo *ābis* *abit*
ebō *ebis* *ebit*
am *es* *et*
iam *ies* *iet*
ī-i *isti* *it*
†-us *sum* *v.* *fui*,
†-eram *eras* *erat*
† us *eram* *v.* *fueram*,

Pot. *Perf. Pres.* *may,*

can,

let;

be.

might,

would,

should;

be.

Shal.

Shall.

Have.

bin.

Had.

bin.

em *es* *et*
eam *eas* *eat*
am *as* *at*
iam *ias* *iat*
ārem *āres* *āret*
ērem *ēres* *ēret*
ērem *eres* *eret*
īrem *īres* *īret*
īro *ēris* *ērit*
† us ero *v.* *fuerdo*,
† us sim *v.* *fuerim*,

īsem *īses* *īset*
† us elem *v.* *fuissem*,

ā, āto; *āto.*

ē, ēto; *ēto.*

ī, īto; *īto.*

ī, īto; *īto.*

re, *r*; *r*,

Indicative for Imperative.

Commands

or Bills.

ātē, ātōtē; *ātō.*

ētē, ētōtē; *ētō.*

ītē, ītōtē; *ītō.*

ītē, ītōtē; *ītō.*

Indicative for Imperative.

ītē, ītōtē; *ītō.*

ītē

To the Reader.

This Grammar is sufficient, and it is so plain and practicable, that a Child of eight years old, of middle parts, may understand and use with the help of this Vestibulum, the most difficult thing in it; because almost every thing is brought down to the sense of seeing in all the parts of it.

It is like persons may be prejudiced at the first sight at these Schemes, apprehending that a Child cannot understand them at all, or at least it will require more pains of the Master than the common Grammar doth to inculcate these blind notions into the Child's head.

To these I answer, by how much a Child is more capable of understanding things obvious to sense, and doth more freely and willingly lay them up in his memory for use, then he is capable of understanding, or willing to retain second notions where abstraction must be used: by so much a Child is more apprehensive of this Grammar, and more willing to remember it, because as he learns it, he sees the use of it. I also confidently affirm, the teaching this Grammar will not require the tenth part of the Master's pains, as the common Grammar doth, I think I may say not the twentieth. I do believe a Child of seven years old that can read well, and write a little, may be brought in one moneth to practise upon these Tables with Book, and in three months he may do it without Book, and in one year from his reading may be improved to that dexterity that he may (out of a Book prepared as this Vestibulum is) put a thousand words into their Syntax in one hour, and perse twice as many in the same time at sight out of any plain Author he can construe well.

The progress here will be just like learning Musick by Notes, at first the learner strikes his Note upon his Instrument very leisurely one after another, and looks upon his Book at every Note, afterwards he doth it without Book, and at last gets such an habitual dexterity, that he does them readily, without thinking upon them; just so it will be in the use of this Table.

If any think these are Romantick Expressions, they may have further satisfaction from my self in person, or some other that will be on my behalf at the Anchor Coffee-house in Fleet-street near White-Fryars Gate, every Thursday in the Afternoon from five till six of the Clock. In requital of this, I only beg no man will condemn me before he hears me speak for my self.

Consider how many objections are now answered, none can plead any more for learning the Tongue only by habit without a Grammar, when we may have plain Rules so cheap, (that will help us to get and keep the Tongue) founded so upon our Mother Tongue that we may as soon almost forget our names as forget them.

This answers that objection, that it will be a great hinderance to a Child entered thus, to be removed to another School, where he shall be taught the common Grammar; and if he be removed at the years

end

To the Reader.

end (which is the worst time that can be pitched upon) he will in that time decline a Noun, and form a Verb, understand Concord and Government, and have a good copia of words, I presume he may have learn'd this Vestibulum, all this will be good to him upon his removal, and he will be better able to bear the toyl of Lilli's Grammar, and sooner come to the understanding of it, than if he had learn'd only his Accidence, which is the most that is usually done in the first year.

As for those that have been bred in the old method, for three or four years, in one week, it may be in one day they will understand and use this new method better than ever they could their old, and by this they will understand their old better than ever they did before; to be sure whatever they have got of the copia of words will be good to them here. those that do not think this to be reason, may keep their Children in bondage still.

Those that please may see these things more fully in my Grammar sold by Tho. Parkhurst, where the use of these Tables are more plain, and the irregularities not here inserted are expressed more at large.

As for words, we may shorten our work if we please to make use of the Janua Linguarum. whilst we read Terence, Tullie, Virgil, Ovid, &c. we do just as those that design only to see all Animals, and choose rather to go over all the world through much danger to see them in their Woods and Desarts: they choose to go to Greenland to see Bears, and to Africa to see Lyons and Facals, where they can but just have a glance of them, when they may see them safely in Noah's Ark. (Supposing such a thing was in being:) Just so those do that choose to hurry Children with much pains through an abundance of Authors meerly for the words, whilst they are so weak, as they understand nothing of the idiom or stile, when they may in the Janua, which is a little Volume, have a third part more words than they usually get by all their travel, and they are offered to them in their propriety, as they ought to be taught to Children, and learn't with much pleasure, because they have useful things obvious to sense, their Substratum. Doubtless Comenius hath done more for the advancement of Learning than any other man of his age, let prejudiced persons say what they will.

Methinks I hear some say that Classick Authors be wholly neglected; I answer no; This Vestibulum may be learn'd in six Months, and the Janua in six months more in a School constituted as Mr. Bret's Model directs, where there is a Master to every form; but allow two years for these two Books, whieb may suffice in any common School, then the Boy shall apply himself to Classick Authors, when he will begin to relish and see the difference of stiles, and may in a little time read over as many Authors as you please, when he shall be able to construe them at sight.

To the Reader.

There is so much reason for the use of this Janua, that it doth prevail: and I hope for the ease and benefit of poor Children, will every day prevail further.

Doubleless the Learned in other parts did see a great deal of worth in this Book, when the first Edition in six years was returned to the Author in sixteen several Languages, which put the good old man upon second thoughts about it, and as he tells us himself, he bestowed four years of hard study about this second Edition; and did it in his own thoughts to that accuracy that he resolved never to alter it more. We may rationally conclude this doth surpass the first, as far as the first doth all others before it, and deserves better acceptance, than it finds in England.

I have chose to practise this new Invention upon an Epitome of this Book, as a portal to it.

There are several Vestibulums already Printed; some will say, two by Comenius himself, who best knew his own design; therefore this seems superfluous.

To this I answer, they were both fitted to the first Edition, which was quite an other thing to this, though this contains the same number of Chapters and Sentences, yet the matter is transposed, and the method quite altered.

This Vestibulum for the matter is an Epitome of the Janua, in the learning of this, the Master may easily discourse to the Child most of the material things in the Janua, so that he may be prepared for the Book, before he enters into it.

For the form of this Introduction, the main part of it is in a plain discourse, some few Chapters are Episcolary, others are Collocutory, that the Child may be acquainted with the various modes of Latin; in all these the parts of Speech are distinguished by the character they are Printed in.

1. The Substantives, Signs of Cases, Prepositions and Conjunctions are in Roman; The Conjunctions have a double hyphen. (=) The Prepositions have a single hyphen. (-)

2. Verbs, Signs of Moods and Tenses, Gerunds, Supines, and Adverbs are in Italick, Gerunds and Supines have a double hyphen. (=) Adverbs have a single hyphen. (-)

3. Adjectives, Noun, Pronoun, and Participle are in Old English. Participles have a hyphen after them. (-)

4. All Substantives and Adjectives irregular in their Declension are figured.

5. All Substantives irregular in their Gender are marked.

6. All Verbs irregular in their Conjugation are distinguished by figures.

7. All Substantives which are not put into the Case according to the Sign, are mark'd; except Apposition and the Ablative Cases ab Jo[n]te, which have A[ccusative]tives. *

8. Penulti-

To the Reader.

8. Penultimaes long by authority are accented.
9. The Latin is set down in the Theme, it is the Learners busines to put it into Syntax.

At the end of every Chapter some Primitive with the Derivatives are put into Sentences, that the boy may see how the Derivatives are declined from their Primitives, and get a little habit of them.

The benefits of this Book will be divers,

1. By this Subsidiary, Children may begin to make Latin before they begin to perse, as Lilly directs in his Preface to his Accidence, which doubtless is rational; let Lilli's followers consider it well.

2. He may in a little time dispatch much more, then he could, if he goes to look for every word in his Dictionary, I have said in a short time he will be able to digest a thousand words in an hour.

3. The Child will not be in danger to take an improper word instead of a proper one.

4. Those that have lost their Tongue, may by this help recover it, and be Masters to themselves, where they cannot have a Master at hand.

5. The Learner will not be in danger to be a Mechanick, because he may try his words thus distinguished by his Rules.

6. Neither will the Boy be in danger to be lazy; for the easiness of the work may be proportion'd, by the length of the Lesson: First try, and then censure.

Totnam, March.
the First, 1675.

Mark Lewis.

CHAP.

CHAP. I.

1. **Friendly Reader**, the gate of Tongues, composed by Comenius, is an Epitome of words, and=doth contain a System of Natural things, of Artificial things, of Moral things, and of Divine things.

2. Whilst=we read it, we shall survey, what God works by=nature.

3. We shall Go into Villages, Shops, and=Schools.

4. We shall enter into the Houses, Courts, and=Palaces of Princes,

5. At last=we shall visit Temples.

And so all things shall come into view.

6. His Method is Artificial in=every Chapter. First=he describes the whole thing, then=he describes the parts of it, at last=he describes the differences.

7. Wherefore=I would admonish thee diligently=to read it.

8. For=words are the marks of things, and=words being perceived, things are perceived.

9. It will not=irk thee of so pleasant a walk, when=newights will always=accompany you.

10. I pray God, he may prosper our purpose.

Fare Thou well.

Ire is once, itare is to double the going. When=there is need to depart, do thou not=defer thy departing: when=thou dost suppose any man to come to thee, do thou inquire whether=the door is open.

CAP. I.

1. **Amicus Lector**, Janua Lingua, compositus=a=Comenius, Sam Epitome verbum, &=contineo Systéma 3. res Naturalis, res Artificialis, res Moralis, &=res Divinus.

2. Dum= Lego, tu contemplor, quid deus operor per=natura.

3. Adeo villa, opificina &= Schola,

4. Intro domus, curia, &= aula Princeps,

5. Tandem= visito Templum.

Et=ita= cunctum venio in=con- pectus. 4.

6. Methodus s. sum Artificialis in=caput omnis. primo= describo 3. res totus, tum de scribo pars, demum=describo differentia.

7. Igitur=admoneo tu lego diligenter=

8. Nam=verbum sum Nota res, &=verbum recte=perceptus 3. res percipio.

9. Non=tædet tu=ambulatio ram= Iucundus, ubi=spectacu lum novus semper=obvenio.

10. Oro Deus, ut=fortuno institutum noster,

Valco.

Ire sum semel-, itare sum iterio itio, cum=opus sum abeo, ne=differo, cum=cogito aliquis adeo, quaro an=aditus 4. Pateo.

CHAP.

This kind of knowledge will open unto you the doors of any, and best

AN
A P O L O G I E ³⁴²
FOR A ^{622. d}
G R A M M A R ⁵

Printed about twenty Years since, by *M. Lewis*
and Reprinted for the use of a private School at
Tottenham High Cross.

ART is long, Life is short, both the fruit of man's first transgression, the former is made more intricate by the confusion at *Babel*. Much time is necessarily spent in gaining words; not simply for themselves, but in order to knowledge in things, and those especially that concern God and our own souls, the ultimate end of all our speculation. Therefore all Methods ought to be so contrived to shorten Art in gaining words, more timely to relish things, that we may understand ourselves in affairs of our present and everlasting concernment. I shall pass by the first years spent in Reading, where (I think) there is a great error that all children are not taught to write as soon as possible, which would help reading and be a furtherance in all things after to be acquired; and desire you to compare our general practice with these principles, in the further education of Youth: respecting,

1. *Grammar.*
2. *The Gaining the Copie of words.*
3. *The attaining the knowledge of things.* 1 { *Common.*
2 { *Spiritual.*
4. *Exercise in these.*

Concerning Grammar.

1. The Fundamental rules of it ought to be plain, that they may be easily understood; especially because they are to be learnt by children, to the meanest of whose capacities they ought to condescend.
2. They ought to be few (supposing they are sufficient) that they may be easily remembred, and to help that, may come into frequent use.
3. General Rules are first to be instilled, and then exceptions; Rules so the plain Tongue first, and then such as are for elegancy and ornament according to the pattern of nature in all her operations.
4. The Method ought to be such, that one thing may lead unto another; that what we know may be a step to what we are to learn: As the Grammar of the English may lead to the Latin; the Latin to the Greek; word may lead to things; things we learn at present to what we are to learn afterwards. For *Syneresis* is the great means by which knowledge is attained.